

## **Characteristics of Highly Effective Teaching and Learning**

### Section One: Learning Climate

**Learning Climate:** A safe environment by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted.

#### **A. Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups.**

- Relating what they're learning to what they already know, sharing information, working in pairs
- teacher directing different skill groups
- discussing text within literacy groups
- we'll see collaborative groups (when appropriate)
- student participating...not afraid to ask questions
- Students will be working in groups to solve real-world problems and present
- Students will be working problems at individual seats on dry-erase boards and explain reasoning
- debates
- role playing
- students working in small groups on lab
- student designed inquiry activities
- Learning centers – jigsaw/carousel activities
- Actively engaged in learning
- On task and peer sharing
- Role plays and working in small groups
- Individually create a rhythm pattern, perform for partner, partner assesses
- Make up a physical game using a ball
- Matched parts of a title and searching for books in teams

#### **B. Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect.**

- encouraging words, positive reinforcement
- verbally reinforce the golden rule
- teach, model expected behaviors
- Specific feedback...
- Challenging! Hold them accountable for higher learning
- teacher will be walking around room providing positive feedback and re-direction
- teacher will be providing opportunity for healthy competition
- peer editing
- immediate positive reinforcement
- teacher circulating and providing feedback

- High level questioning techniques “what if?”
- Positive reinforcement – verbal note cards home
- Clear expectations and rules
- Correcting inappropriate behavior and modeling appropriate behaviors
- Frequent, descriptive feedback
- Individual, immediate rewards for good behavior

**C. Teacher cultivates cross cultural understandings and the value of diversity**

- cultural books (limited time for cultural activities)
- make a conscience effort to incorporate diversity into lit., displays, etc
- utilize special holidays, etc. for teachable moments, cultural exploration
- celebrate differences
- model respect for everyone
- teacher will be positively reinforcing and encouraging all students regardless of race, gender, and ability
- teacher will be providing examples including all students
- discussion of border crossing
- multi-cultural texts
- promote the history of science
- value everyone’s work and opinions
- Intentional grouping – inclusion of women, ethnic groups in examples
- Posters showing diversity
- Paying special attention to women/minorities and their accomplishments in various subject areas
- Use literature featuring other cultures, arts and humanities/ss exposure
- Celebrate diversity frequently

**D. Teacher encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students.**

- reading groups, behavior plan, differentiation
- set goals – self monitor/assess
- holds students responsible for their “job”
- teacher will be: providing opportunity for student reflection – homework-test-end of 9 weeks
- self assessment
- inventory, self checklists
- Immediate feedback to encourage each student to do better
- Differentiated instruction
- Exit slips – graph class or live scoring
- Motivate by providing positive reinforcement to exceptional examples of learning
- Clearly established expectations
- Showing mastery through different tasks of one learning objective

- Differentiated grouping
- Descriptive feedback
- Self-monitor growth with graphs, journals

**E. Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors.**

- redirection, repetition, modeling, hugs
- planned time, organized, carrying out school discipline policy
- students understand procedures
- students will be following classroom rules
- students will be respectful to teacher and peers
- bellringers
- exit slips
- Well established routines (work, exit, slips, etc)
- Teacher models appropriate/wanted behavior
- Student jobs – agenda- routine
- Jump starts or exit slips
- Clear student expectations posted
- Clear expectations provided to teachers
- Warm-up routines in PE, bell-ringers, in/out trays, helper charts, routines

**F. Teacher provides students equitable access to technology, space, tools and time**

- smartboard (hands-on use), websites, compass
- accessing various types of tech. routinely
- students using lap-tops
- teachers will be: allowing students time for practice of content
- web quests
- kids create power points
- Teacher uses available technology and tools to enhance learning
- Teachers collaborate model “good” sharing
- Webquests, clickers
- Clickers, laptops, labs
- Scheduled lab time for everyone, distributing equipment fairly, taking turns

**G. Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections.**

- math manipulatives, sentence strips, letter tiles, Wikki stix
- utilizing tools provided with math series, planning
- students using manipulatives
- students will be solving problems using manipulatives
- students will be applying knowledge based on previously learned content
- Lab activities connected to content

- Follow labs up with reports
- Activity paced instruction – anticipation guides/connecting prior knowledge
- Critiques – self and peer
- Time given to work
- Small group activities
- Hands-on activities, exit slips flash backs

**H. Teacher designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.**

- encouragement, making mistakes as a teacher, big erasers
- teaching writing process assessments prepost
- guided practice makes perfect
- students will be checking answers to assignments
- students will be correcting misconceptions in solving problems
- Teacher emphasizes scientific process rather than expected results.
- Mistakes are part of the scientific process
- Formative exit slips – not graded formative
- Use mistakes to advantage
- Stress work as a process
- Thumbnail thoughts. Sketches
- Pointing out famous people who have made mistakes
- Peer editing
- Not allowing put-downs
- Feedback

**I. Teacher creates an environment where student work is valued, appreciated and used as a learning tool**

- display work in/out of the classroom
- display student work, use postcards for praise
- students will be displaying work on wall
- students will be using student work as proficient examples
- Student examples used in class
- Student work displayed
- Live scoring – posting student work
- Student work is shared
- Display student work to create nurturing environment
- Live scoring
- Show examples of good work
- Visually display work in hallways and board office